

Domain 1 - Planning and Preparation	
Component 1a - Demonstrating Knowledge of Content and Pedagogy	
Rubrics for Component 1a	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher consistently demonstrates extensive content knowledge of subject(s) and grades taught through lesson presentation and discussion with administrator/observer.
	The teacher links appropriate AZ Academic Standards to the lesson objective both orally and in writing. This link is demonstrated through observation, lesson plans, and standards posted on the wall in the classroom.
	Lesson plans are complete and contain essential elements and detail. The teacher's instruction is clearly linked to awareness of prerequisite learning and is directed by accurate assessment of student understanding and/or performance.
	The teacher consistently utilizes all of the major instructional steps such as: setting the stage, activating prior learning, presenting clear objective, providing guided and independent practice, and using assessment to guide practice.
	When student confusion occurs during a lesson, the teacher clarifies and checks for understanding until confusion is eliminated.
	The teacher demonstrates knowledge of the AZ Professional Teaching Standards through self-reflection, classroom observation and discussion.
Proficient	The teacher consistently demonstrates basic content knowledge of subject(s) taught through daily lesson presentation.
	The teacher demonstrates a complete understanding of the AZ Academic Standards embedded in the subject and grade curriculum by relating lesson objectives to the standards orally or in writing. This may be accomplished by referencing the appropriate standard in the lesson plan and/or having the standard or essential question posted on the wall or displayed electronically.
	Lesson plans are complete and contain essential elements and detail.
	Basic pedagogical knowledge is demonstrated through appropriate lesson steps, including setting the stage, activating prior learning, presenting clear objective(s), providing guided and independent practice, and using assessment to guide practice.
	The teacher answers student questions or clarifies student confusion or lack of understanding of lesson objective.
	The teacher displays an understanding of the AZ Teaching Standards through discussion with administrator.
Developing	The teacher demonstrates basic content knowledge of subject(s) taught through daily lesson presentation a majority of the time.
	The teacher works to link the AZ Academic Standards to the lessons most of the time and has them readily available as a resource when needed.
	Lesson plans are complete but may be lacking detail in essential elements.
	Basic pedagogical knowledge is demonstrated by the teacher consistently attempting to implement the major components of instruction, including at least three of the following elements: setting the stage, activating prior learning, presenting clear objective(s), providing guided and independent practice, and using assessment to guide practice.
	The teacher can usually clear up student confusion or he/she will inform the student that clarification will be given in the near future.
	Basic understanding of the AZ Professional Teaching Standards is demonstrated through discussion with the administrator.
Inadequate	The teacher is unable to demonstrate content knowledge of subject(s) taught through daily lesson presentation a majority of the time.
	The teacher is unaware or unable to link the Arizona Academic Standards to the lesson and does not reference the standards either orally or in writing.
	Lesson plans are not complete or lack essential elements.
	The teacher utilizes only one or two of the major instructional components (setting the stage, activating prior learning, presenting clear objective(s), providing guided and independent practice, and using assessment to guide practice) are utilized during lesson delivery and/or is unable to clear up student confusion relative to the lesson objective.
	The teacher is unaware of the AZ Professional Teaching Standards.
Component 1b - Demonstrating Knowledge of Students	
Rubrics for Component 1b	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	

Excelling	The teacher consistently displays knowledge of typical developmental characteristics of age group by utilizing developmentally appropriate activities during instruction.
	The teacher demonstrates ability to utilize multiple and varied approaches to learning and appropriately matches the learning style of the student to the best learning approach. Examples include cooperative learning, paired teams, self-paced lessons, one-on-one instruction, small or whole group instruction, etc.
	The teacher demonstrates the value of understanding students' skill and knowledge by consistently checking for understanding and utilizing student assessment in his/her practice.
	The teacher demonstrates an authentic concern in students' interests and cultural heritage through whole group discussion, lesson design, or other appropriate student-teacher activity that assists the teacher in getting to know the student.
Proficient	The teacher uses developmentally appropriate activities during instruction.
	The teacher offers varied approaches to learning during a lesson in the majority of lessons delivered. Examples of approaches include cooperative learning, individual projects, self-paced lessons, one-on-one instruction, paired teams, whole group instruction, etc.
	The teacher demonstrates the value of understanding students' skill and knowledge by checking for understanding in utilizing student assessment in his/her practice.
	The teacher recognizes the value of understanding the students' interest/or cultural heritage.
Developing	The teacher uses developmentally appropriate activities most of the time.
	The teacher uses basic approaches to learning many times for the students and demonstrates a willingness to change the approach and/or new ones.
	The teacher makes an attempt to understand students' prior knowledge and/or skill by checking for understanding during instruction during a majority of teaching time.
	The teacher recognizes the value of understanding the students' interests and/or cultural heritage most of the time.
Inadequate	The teacher does not select age appropriate activities for students.
	The teacher offers only one approach to learning for the students during a lesson and does not demonstrate a willingness to change the approach or to add new ones.
	The teacher rarely makes an attempt to check for student understanding or to use understanding of student knowledge or skill in lesson design.
	The teacher is unable to recognize the value of understanding the students' interests and/or cultural heritage.
Component 1c - Selecting Instruction Goals	
Rubrics for Component 1c	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher consistently demonstrates the ability to select standards-based instructional goals.
	Goals are evident in written lesson plans all of the time.
	The teacher includes assessment of student understanding and performance of lesson objectives in goal planning as evidenced by classroom observation and lesson plans and/or student work.
	The goals are suited to most students as evidenced by lesson plan documentation, student behavior in the learning activity, and/or measurement of student achievement.
Proficient	The teacher consistently demonstrates the ability to select standards-based instructional goals.
	Goals are stated a majority of the time in written lesson plans.
	The goals are suited to most students as evidenced by lesson plan documentation, student behavior in the learning activity, and/or measurement of student achievement.
Developing	The teacher selects instructional goals that are standards-based the majority of the time.
	Goals are often suited to many students and the teacher attempts to adjust the lesson when an error in the goal selection is made.
	Goals are evident in written lesson plans some of the time.
Inadequate	The teacher does not select standards-based goals in the majority of lessons and/or the goals are not suited to most of the students.
	Goals are not evident in written lesson plans in at least the majority of lessons.
Component 1d - Demonstrating Knowledge of Resources	

Rubrics for Component 1d

Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.

Excelling	The teacher displays knowledge of resources by consistently providing resources for students during the lesson or unit, i.e. trips to the library, computer lab, appropriate supplemental material, supplies, maps and globes, etc.
	The teacher consistently collaborates with colleagues for assistance.
Proficient	The teacher displays knowledge of resources by consistently providing resources for students during the lesson or unit to successfully complete each lesson task. Examples include: trips to the library, computer lab, appropriate supplemental material supplies, maps and globes, etc.
	The teacher collaborates with colleagues for assistance.
Developing	The teacher displays basic knowledge of resources by providing basic supplies and supplemental materials for students to successfully complete each lesson task.
	The teacher makes an attempt to collaborate with colleagues for assistance.
Inadequate	The teacher fails to provide basic supplies and/or supplemental materials to ensure student success for lesson tasks.
	The teacher does not attempt to collaborate with colleagues when a learning problem is presented and/or does not seek assistance.

Component 1e - Demonstrating Coherent Instruction**Rubrics for Component 1e**

Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.

Excelling	The lesson structure and pace is consistently appropriate for the students, with the majority of students completing the activities in the time allowed.
	The learning activities selected by the teacher are suitable to both students and to the instructional goals a majority of the time.
	Materials and resources selected by the teacher support the goals and serve to engage the students in the learning activities.
	The lesson's or unit's structure is clear and allows for different pathways according to student needs.
	Student time on task is demonstrated consistently.
	Meaningful learning is demonstrated by an atmosphere of interest in the activity and participation by the students all of the time.
Proficient	The learning activities selected by the teacher are suitable to both students and to the instructional goals a majority of the time and the students are able to complete the activities most of the time within the time allowed.
	A majority of the time materials and resources selected by the teacher support the goals and serve to engage the students in the learning activities.
	Instructional groups are varied, as appropriate to the different instructional goals a majority of the time.
	The lesson's or unit's structure is clear and allows for different pathways according to student needs.
Developing	The learning activities selected by the teacher are occasionally suitable to either the students and/or the instructional goals some of the time and the students are able to complete the activities most of the time within the time allowed.
	The materials selected by the teacher sometimes support student learning.
	Meaningful learning and student time on task is evident occasionally and the teacher seeks to increase both.
Inadequate	The teacher selects learning activities and/or materials that do not support student learning most of the time and students seldom complete the activities within the time allowed.
	The materials selected by the teacher do not support the instructional goal.
	There is a lack of meaningful learning and students are seldom on task and engaged in the lesson.

Component 1f - Assessing Student Learning**Rubrics for Component 1f**

Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.

Excelling	Performance objectives are clearly communicated to students orally and in writing. The teacher checks for student understanding of the performance expectations during the lesson.
	Various assessment tools are used to measure student progress and they include criteria that relate to the instructional goals.
	Evidence exists that teachers rely on assessment results to plan instruction. The teacher is able to monitor and adjust lesson planning when assessment results indicate a need to change.

Proficient	Performance objectives are consistently communicated to students orally or in writing a majority of the time.
	Evidence exists that teacher relies on assessment results to plan instruction.
	The assessment tool used to measure student progress consists of criteria, which relate to the instructional goals.
Developing	Performance objectives are communicated to students orally some of the time.
	Assessment tools used to plan instruction relate to the lesson objective some of the time.
Inadequate	Performance objectives are infrequently communicated to students less than a majority of the time.
	Assessment tools used by the teacher seldom relate to the instructional goals less than a majority of the time.

Domain 2 - The Classroom Environment	
Component 2a - Creating an Environment of Respect and Rapport	
Rubrics for Component 2a Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	Classroom interactions, either between the teacher and students or among students, are always appropriate and respectful.
	The teacher always maintains an emotionally safe environment.
	Students actively participate in establishing and maintaining high levels of civility among members of the class.
Proficient	Classroom interactions, either between the teacher and students or among students, are consistently appropriate and respectful.
	The teacher consistently maintains an emotionally safe environment in the classroom.
Developing	Classroom interactions, either between the teacher and students or among the students, are usually appropriate and respectful.
	The teacher usually maintains an emotionally safe environment in the classroom.
Inadequate	Classroom interactions, either between the teacher and students or among the students is negative or inappropriate.
	The teacher fails to maintain an emotionally safe environment in the classroom.
Component 2b - Establishing a Culture for Learning	
Rubrics for Component 2b Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher and students demonstrate strong commitment to learning through active participation, attention to detail, and high expectation for student learning.
	Students consistently accept the responsibility to participate in designated activities and take pride in their work.
	Instructional goals and activities, interactions, and the classroom environment always convey expectations for student achievement.
Proficient	The teacher conveys genuine enthusiasm for the subject.
	Students generally accept responsibility to do the work and participate in activities.
	Instructional goals and activities, interactions, and the classroom work environment consistently convey expectations for student achievement.
Developing	The teacher communicates the importance of work with only minimal buy-in of the students.
	Students are motivated only by the desire to complete a task, rather than doing high quality work.
	Instructional goals and activities, interactions, and the classroom environment usually convey expectations for student achievement.
Inadequate	The teacher or students do not convey a positive attitude toward the content, suggesting that it is unimportant, or merely a requirement.
	Students do not accept the responsibility to complete work.
	Instructional goals and activities, interactions, and the classroom environment rarely convey expectations for student achievement.
Component 2c - Managing Classroom Procedures	
Rubrics for Component 2c Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	Students are productively engaged at all times. Transitions are seamless, and students assume considerable responsibility for productivity and for efficient classroom procedures. Even when the teacher is not directly monitoring their activities, students working in groups maintain their momentum, seeking help when they need it.
	Volunteers and paraprofessionals (if present) in the classroom make a substantive contribution to the classroom environment.
Proficient	Most students are engaged at all times. Tasks for group work, transitions, classroom routines and non-instructional duties are established, resulting in minimal loss of instructional time.
	Volunteers and paraprofessionals (if present) in the classroom are productively engaged during the entire class.

Developing	Tasks for group work are partially organized, resulting in some off-task behavior. Transitions and classroom routines are inconsistently effective, resulting in some loss of instructional time.
	Volunteers and paraprofessionals (if present) are productively engaged during portions of class time, but require frequent supervision.
Inadequate	Time is wasted on non-instructional matters. Much time is lost in transitions and due to inefficient handling of materials, routines and non-instructional duties. Students are often not engaged in learning.
	Volunteers and paraprofessionals (if present) within the classroom have no clearly defined duties, or do nothing most of the time.
Component 2d - Managing Student Behavior	
Rubrics for Component 2d	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	Standards of conduct appear to have been established for almost all situations, and almost all students seem to understand them.
	The teacher is aware of student behavior, and rarely misses the activities of students.
	The teacher responds consistently to student misbehavior.
Proficient	Standards of conduct appear to have been established for most situations, and the majority of the students seem to understand them.
	The teacher is aware of student behavior but may miss the activities of some students.
	The teacher attempts to respond to student misbehavior.
Developing	Standards of conduct have been established for some areas, and some students seem to understand them.
	The teacher is generally aware of student behavior and misses the activities of many students.
	The teacher makes only sporadic attempts to respond to student misbehavior.
Inadequate	No standards of conduct appear to have been established, or students are confused as to what the standards are.
	Student behavior is not monitored, and teacher is unaware of what students are doing.
	The teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity.
Component 2e - Organizing Physical Space and Resources	
Rubrics for Component 2e	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	There are no identifiable safety problems in the classroom, and the teacher proactively prevents unsafe conditions.
	The teacher uses additional physical resources (reading corners, text books, supplies, technology) abundantly; essential learning is easily accessible to all students.
Proficient	There are no identifiable safety problems in the classroom.
	The teacher uses physical resources adequately (reading corners, text books, supplies, technology); essential learning resources are accessible to all students.
Developing	The classroom presents identifiable safety problems that are within the teacher's ability to correct.
	The teacher makes limited use of physical resources (reading corners, textbooks, supplies, technology); essential learning resources are not consistently accessible to all students.
Inadequate	The classroom has identifiable safety problems that are not corrected by the teacher.
	The teacher does not make use of physical resources (reading corners, textbooks, supplies, technology); essential learning resources are not accessible to all students.

Domain 3 - Instruction	
Component 3a - Communicating Clearly and Accurately	
Rubrics for Component 3a Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher's directions and procedures are completely audible, clear and precise. Clarification is provided when needed.
	Written language is grammatically correct and legible.
	The teacher's vocabulary is varied and appropriate to students' age, backgrounds, and interest.
Proficient	The teacher's directions and procedures are audible and clear. Clarification is provided when needed.
	Written language is grammatically correct and legible.
	The teacher's vocabulary is appropriate to students' age, backgrounds, and interests.
Developing	The teacher's directions and procedures are not consistently audible and clear. Clarification is seldom provided.
	Written language is not consistently grammatically correct and legible.
	The teacher's vocabulary is not consistently appropriate to students' age, backgrounds, and interests.
Inadequate	The teacher's directions and procedures are not audible and clear. Clarification is not provided.
	Written language contains spelling, grammar, and syntax errors and/or is illegible.
	The teacher's vocabulary is not consistently appropriate to students' age, backgrounds, and interests.
Component 3b - Using Questioning and Discussion Techniques	
Rubrics for Component 3b Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	Discussion is a vehicle for deeper exploration and understanding of content.
	The teacher uses a variety of questioning techniques eliciting student reflection, encouraging students to consider new possibilities and challenging deeper student engagement.
	Adequate wait time is consistently provided for students to respond.
	Questions rarely require a simple yes/no response and may have many possible correct answers. Questions such as, "Does anyone see another possibility?" or "Who would like to comment on Jerry's idea?" Encourage students to maintain the momentum.
	The teacher probes a student's answer seeking clarification or elaboration through such questions as, "Could you give an example of that?" or "Would you explain further what you mean?"
	The teacher attempts to engage all students in a discussion where all voices are heard. When students pursue an irrelevant tangent, the teacher is able to pull the group back to the topic, while demonstrating respect for the students.
Proficient	The teacher uses a variety of questioning techniques, with adequate time for students to respond.
	Students formulate many questions.
	Classroom interaction represents true discussion with the teacher stepping, when appropriate, to the side.
	The teacher successfully engages all students most of the time.
	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
	The teacher shows students how to frame questions of high cognitive challenge and how to use the questions to extend learning.
Developing	Most of the teacher's questions are of low quality and only some invite a response. The questions often elicit a simple yes/no response.
	The teacher often has a single answer in mind even when choices are possible. Teacher's rephrasing of questions is only moderately helpful when needed.
	The teacher attempts to engage all students in the discussion but with only limited success.
	The teacher is the center of the discussion.
	A few "star" students dominate the dialogue.

Inadequate	The teacher's questions are virtually all of poor quality, primarily rapid-fire, short-answer, boring, understood by only a few, narrow, and often rhetorical.
	Students are not encouraged to participate or demonstrate their knowledge and only a few respond.
Component 3c - Engaging Students in Learning	
Rubrics for Component 3c	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	Representation of standards-based content is appropriate and links well with students' knowledge and experience.
	Students contribute to representation of content. All students are cognitively engaged in the activities and assignments in their exploration of content.
	Activities and assignments emphasize problem-based learning, permit student choice and initiative, encourage depth rather than breadth, require student thinking and are designed to be relevant and authentic.
	Students initiate or adapt activities to enhance learning. Instructional groups are productive and fully appropriate to the instructional goals of the lesson.
	Students take the initiative to influence instructional groups to advance their understanding.
	Instructional materials and resources are suitable to the instructional goals and engage students mentally.
	Students initiate the choice, adaptation, or creation of materials to enhance their own purpose.
	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
Proficient	Representation of standards-based content is appropriate and links well with students' knowledge and experience.
	The teacher uses examples and metaphors that illuminate the new ideas or skills. Presentation of content can take the form of oral description, visual representation, or teacher-led discussion.
	Most activities and assignments are appropriate to students. Students are cognitively engaged in them.
	Instructional groups are productive and fully appropriate to the students or to the instructional goals of the lesson.
	Instructional materials and resources are suitable to the instructional goals and engage students mentally.
	It is a teacher's and students' use of the instructional materials that is the determinant of student engagement. For instance, students can use laboratory materials to formulate and test hypotheses or a teacher can use them to present an experiment, with students as simply observers.
	The lesson has bell-to-bell activity with a well-structured lesson. Students have opportunities for interaction in a well-paced lesson focused on appropriately defined learning activities and suitable opportunities for closure are often provided.
Developing	Representation of standards-based content is inconsistent in quality.
	Some activities and assignments are appropriate to students and engage them mentally, but others do not.
	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.
	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is minimal.
	The lesson has a basic recognizable structure, although it is not uniformly maintained throughout the lesson.
	The teacher is aware that the pace is important to the learning process.
Inadequate	Representation of standards-based content is inaccurate, inappropriate and unclear or uses poor examples.
	Activities and assignments are inappropriate for students in terms of their age or backgrounds.
	Students are not engaged mentally. Students may be doodling, passing notes, daydreaming, or being disruptive. Students may be "on task" but not engaged in significant learning.
	Instructional groups are inappropriate to the students or to the instructional goals whereby student interaction is unproductive.
	Instructional materials and resources are unprepared, unavailable, unsuitable or at the incorrect grade level nor do they engage students mentally. Students do not know how to properly use, nor do they have proper respect for, the manipulatives/resources available to assist them in the learning process.
	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.
Component 3d - Providing Feedback to Students	
Rubrics for Component 3d	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	

Excelling	Feedback consistently advances understanding for all students. The process of feedback personalizes instruction by providing distinct experiences for individual students.
	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
	Evidence may include but not be limited to portfolio documentation, including artifacts that document the examples, the timeliness of feedback, or student or parent responses to a questionnaire relating to teacher generated feedback.
	Verbal and nonverbal feedback is frequently subtle and blends with instruction in a seamless manner.
Proficient	Individual feedback is consistently high quality, accurate, constructive, substantive, and specific. It is also provided in a timely manner.
	Feedback may be provided subtly, such as a smile, quizzical look, reassuring gesture, or a nod of encouragement.
	Other sources of feedback may include teacher-student conference, instructional activities, instructional materials, computer programs, or peer review.
	Timeliness of feedback is appropriate.
Developing	Feedback is inconsistent in quality. Some elements of high quality are present; others are not. It is not equitable, for example, for a few star pupils to receive detailed and constructive suggestions, while others receive negative or very minimal feedback.
	Nonverbal forms of feedback are used with most students such as smiles, nods, puzzled looks, and reassuring gestures.
	Timeliness of feedback is inconsistent.
	Sources of feedback are primarily verbal and nonverbal.
Inadequate	Feedback is either not provided, uniformly poor in quality, or inaccurate. Feedback undermines a student's sense of value, which does not promote learning.
	Students do not use a teacher's comments in their learning.
	Nonverbal feedback is overused or confusing.
	Feedback is not provided in a timely manner.
	Feedback is solely verbal or nonverbal.

Component 3e - Demonstrating Flexibility and Responsiveness

Rubrics for Component 3e

Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.

Excelling	The teacher makes considerable adjustments to a lesson. The adjustments occur smoothly and effectively.
	The teacher provides many opportunities to include student questions, comments, or interests during lessons.
	The teacher uses strategies that fully incorporate differentiated instruction on a daily basis.
	The teacher frequently demonstrates a variety of teaching strategies to address individual student needs.
	The teacher often solicits additional resources in helping to educate the student.
Proficient	The teacher makes appropriate adjustments to a lesson. The adjustments occur smoothly.
	The teacher successfully accommodates students' questions, comments, or interests during lessons.
	The teacher consistently demonstrates effective teaching strategies that incorporate differentiated instruction.
	The teacher persists in seeking approaches for students who have difficulty learning. A repertoire of strategies are used to accommodate the needs of various learning styles.
	The teacher consistently demonstrates a variety of teaching strategies to address individual student needs.
	The teacher solicits additional resources in helping to educate the student.
Developing	The teacher attempts to adjust a lesson with mixed results. The flow of a lesson is uneven and fragmented.
	The teacher inconsistently accommodates an opportunity for students' questions, comments, or interests during lessons.
	The teacher inconsistently demonstrates effective teaching strategies that incorporate differentiated instruction.
	The teacher inconsistently demonstrates a variety of teaching strategies to address individual student needs.
	Teacher seldom solicits additional resources in helping to educate the student.
Inadequate	The teacher does not demonstrate flexibility and responsiveness when adhering to a plan.
	The teacher does not provide opportunities to include student questions, comments, or interests during lessons.

	The teacher adheres rigidly to an instructional plan. No flexibility is demonstrated even when opportunities are obviously present to enhance learning.
	The teacher has not developed a repertoire of teaching strategies to implement during daily lessons.
	The teacher fails to solicit additional resources to assist in educating the student.

Domain 4 - Professional Responsibilities	
Component 4a - Reflecting on Teaching	
Rubrics for Component 4a	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher makes a thoughtful and clear assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions complete with a variety of different approaches.
	The teacher analyzes feedback and/or reflection and tailors changes based on insight and expertise that positively expand on the substance of future lessons.
Proficient	The teacher makes a clear assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.
	The teacher makes specific suggestions of what may be tried at another time.
	The teacher readily modifies lesson plans to incorporate feedback and/or reflection.
Developing	The teacher has a generally clear impression of a lesson's effectiveness and the extent to which instructional goals were met.
	The teacher makes general suggestions about how a lesson may be improved.
	The teacher's modifications of lesson plans demonstrate a limited understanding of feedback and/or reflection.
Inadequate	The teacher either does not know if a lesson was effective, achieved its goals, or profoundly misjudged the success of a lesson.
	The teacher has no suggestions for how a lesson may be improved another time.
	The teacher does not modify or change lesson plans based on feedback and/or reflection.
Component 4b - Maintaining Accurate Records	
Rubrics for Component 4b	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher maintains an accessible database of assignments and evidence of updating completion of assignments within a reasonable time frame. Student's access to progress is readily available.
	The teacher has a system in place whereby parents can access information about their child's progress, ask questions, and elicit feedback from the teacher. Feedback is expected and delivered within a reasonable time frame consistent with the assignment.
	The teacher provides clear documentation of a student's progress with all assignments, grades and/or progress on Individual Education Plan (IEP) goals updated weekly.
	The teacher's assessment of student progress matches that of the site, district, and state assessments.
	The teacher's system for maintaining information on non-instructional activities is clear and understandable, involves students whenever possible, and can be easily facilitated by others (i.e. a substitute teacher or aide). All paperwork is consistently turned in on time or early with no mistakes or corrections necessary.
	The teacher maintains confidentiality of student information in accordance with site, district, state and federal guidelines.
Proficient	Complete records of student grades and/or progress on Individual Education Plan (IEP) goals, are kept accessible and understandable.
	Students are current on their progress.
	District reporting instruments are prepared in accordance with district/procedures in a timely manner. (Grades are available to students and parents in a timely manner.)
	System for maintaining information on non-instructional activities is consistent and turned in on time.
	The teacher maintains confidentiality of student information in accordance with site, district, state and federal guidelines.
Developing	System for maintaining information on grades and/or progress on IEP goals is usually effective.
	Assignments are returned to students but not in a timely manner. Some students are not aware of their progress and do not have consistent access to information about their progress.
	System for maintaining information on non-instructional activities is generally consistent, but is sometimes late or inaccurate.

	The teacher maintains confidentiality of student information in accordance with site, district, state and federal guidelines.
Inadequate	The teacher does not have a record-keeping system in place, or the existing system has too few grades and/or progress on Individual Education Plan (IEP) goals, to give an adequate reflection of student progress at reporting time.
	The teacher's existing system has too few grades to give an adequate reflection of student progress at reporting time.
	Assignments are returned long after being handed in, sometimes not until the end of the grading period. Students do not have access to information about their progress.
	The teacher's system for non-instructional activities is inconsistent; students and others are unaware or uncertain of procedures. Paperwork is often missing, late or inaccurate.
	The teacher fails to maintain confidentiality of student information in accordance with site, district, state and federal guidelines.
Component 4c - Communicating with Families	
Rubrics for Component 4c	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher maintains an up-to-date website and documents frequent email, phone, and/or written communication with parents.
	The teacher provides updated and detailed information to parents about the instructional program on a timely basis.
	The teacher is available for parent conferences/meetings, and initiates those opportunities upon determining a student's lack of progress in any area.
	The teacher communicates with parents regarding the office hours that he/she can be contacted at school, and is consistently available to take calls or emails during that time.
	The teacher provides a communication journal between self and parent.
Proficient	The teacher is well-prepared for parent meetings and orientations.
	The teacher provides updated information to parents about the instructional program.
	The teacher is available for parent conferences/meetings, and initiates those opportunities upon determining the student's lack of progress in any area.
	The teacher provides a school number, voice mail, and/or email access to parents and responds to contacts.
	Communication with parents is professional and productive.
Developing	The teacher participates in school activities for parent communications.
	Information given out does not provide complete information about the instructional program.
	The teacher is available for parent conferences/meetings, and initiates those opportunities upon determining a student's lack of progress in any area.
	The teacher does not consistently return phone calls or respond to email messages in a timely manner.
	Communication with parents is professional and most often productive.
Inadequate	The teacher does not participate in school activities for parent communications.
	Inaccurate and/or inadequate information goes out to parents about the instructional program.
	The teacher is not prepared and/or available for conferences/meetings.
	The teacher does not make or return phone calls/emails to parents in a timely manner.
	Communication with parents is unprofessional and unproductive.
Component 4d - Contributing to School and District	
Rubrics for Component 4d	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher's communication is insightful, productive, concise, and professional. The teacher often communicates on behalf of the grade level/department.
	The teacher attends activities that involve all areas at the school, is recognized as an instructional leader, and welcomes others to observe in his/her classroom.
	The teacher is sought out by colleagues for advice and direction on best practices.
Proficient	The teacher is a positive and participating member of the grade level/department. His/her communication is timely, professional, and supportive of the team.

	The teacher volunteers to participate in school events and serves on at least one school or district committee in addition to all department/grade level/faculty meetings.
	The teacher is professional and available to colleagues.
Developing	The teacher seldom initiates communication. Responses to colleagues are appropriate.
	The teacher attends one or two school events or serves on district committees when asked.
	The teacher's relationships with colleagues are generally professional, but cooperation is not always evident.
Inadequate	The teacher does not communicate with colleagues.
	The teacher does not attend or participate in school or district activities or events.
	Relationships with colleagues are negative or unprofessional.
Component 4e - Growing and Developing Professionally	
Rubrics for Component 4e	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher has developed a Professional Development Plan, which may include an advanced degree or certification program, and effectively implements the plan.
	The teacher actively participates in professional development opportunities and consistently demonstrates advancement and enhancement of content knowledge and pedagogical skills.
	The teacher has developed a Professional Development Plan, which may include an advanced degree or certification program, and is implementing the plan.
	The teacher actively and formally participates in a plan or program that is designed to assist colleagues in education. Participation may include teaching a workshop, a class, or mentoring at the building.
	The teacher actively participates in meaningful collaboration to advance self and peers in the application of pedagogical practice.
Proficient	The teacher has developed a Professional Development Plan based on the teacher's practice and effectively implements the plan.
	The teacher participates in professional development opportunities especially district and/or site induction program(s) and shows evidence of enhanced content knowledge and pedagogical skills.
	The teacher has developed an appropriate Professional Development Plan based on the teacher's practice and self reflection and is acting upon it.
	The teacher attends workshops or inservices as required, offers to assist colleagues and is available when requested.
	The teacher participates in meaningful collaboration to assist self and peers in advancing pedagogical practice.
Developing	The teacher has developed a Professional Development Plan based on the teacher's practice and is acting upon it.
	The teacher participates with limited engagement in professional development opportunities, including district and/or site induction program(s).
	The teacher has developed an appropriate Professional Development Plan based on the teacher's practice and self reflection and is acting upon it.
	The teacher attends workshops or in-services regularly.
	The teacher remains willing to assist colleagues when requested.
	The teacher participates in limited collaborative dialogue with other teachers.
Inadequate	The teacher does not plan and/or implement a Professional Development Plan.
	The teacher does not participate in professional development opportunities, including and/or site induction program(s).
	The teacher does not plan and/or implement a Professional Development Plan.
	The teacher does not participate in workshops or offer to assist others.
	The teacher does not participate in collaborative dialogue with other teachers.
Component 4f - Showing Professionalism	
Rubrics for Component 4f	
Note: Any one of the indicators in the inadequate category could cause an inadequate rating for this component.	
Excelling	The teacher consistently searches for new strategies and the necessary resources. The teacher acquires resources through grants and other venues.

	The teacher initiates student intervention/department meetings, working with community resources and school specialists to assist students. The teacher implements team recommendations and follows through with the process.
	The teacher actively participates by providing insight, ideas, and acts to forward discussions ensuring the best possible solutions. The teacher implements all interventions with a high degree of fidelity.
Proficient	The teacher actively searches for new strategies and frequently requests resources to implement.
	The teacher participates in all pertinent student intervention/department meetings and offers appropriate information.
	The teacher remains open to all sides of the discussion and can show ability to reach consensus in a meeting and implements interventions recommended by the team.
Developing	The teacher uses resources to improve instruction when provided by the team or school.
	The teacher participates in most pertinent student intervention/department meetings and offers appropriate information.
	The teacher remains open to all sides of the discussion. Some of the interventions recommended are implemented.
Inadequate	The teacher does not seek additional resources for students causing students to remain at-risk or inhibiting their progress.
	The teacher does not attend team/department meetings and fails to implement recommended interventions.
	The teacher demonstrates an unprofessional attitude and fails to provide appropriate information at student intervention/department meetings. The teacher remains closed to suggestions and does not attempt to reach consensus.